

## ABSTRAK

MIZAN ABRORY. Evaluasi Implementasi Kurikulum 2013 pada Pembelajaran Matematika SMP Negeri Kelas VII di Kabupaten Sleman. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.**

Penelitian ini bertujuan untuk: (1) mengetahui kualitas perencanaan pembelajaran matematika SMP di Kabupaten Sleman dalam implementasi kurikulum 2013, (2) mengetahui kualitas pelaksanaan pembelajaran matematika dalam implementasi kurikulum 2013, dan (3) mengetahui kualitas pelaksanaan penilaian hasil belajar matematika dalam implementasi kurikulum 2013.

Jenis penelitian ini adalah model evaluasi kesenjangan (*discrepancy model*). Populasi penelitian ini adalah semua SMP Negeri yang direkomendasikan untuk mengimplementasikan kurikulum 2013 pada pembelajaran matematika di Kabupaten Sleman pada tahun ajaran 2013/2014. Pengambilan sumber informasi dalam penelitian ini adalah guru matematika, dan siswa SMP Negeri kelas VII. Sampel sumber informasi siswa dipilih dengan cara *proportional random sampling* adapun penarikan jumlah sampel siswa ini berdasarkan rumus Slovin, sedangkan sampel sumber informasi guru dipilih dengan cara *sampling purposive*. Teknik pengumpulan data yang digunakan adalah teknik kuesioner dan lembar penilaian. Teknik kuesioner untuk siswa digunakan untuk mengetahui kualitas pelaksanaan pembelajaran dan kualitas penilaian pembelajaran. Sedangkan lembar penilaian digunakan untuk mengetahui kualitas perencanaan pembelajaran pada silabus dan RPP.

Hasil evaluasi implementasi kurikulum 2013 pada pembelajaran matematika SMP Negeri kelas VII di Kabupaten Sleman menunjukkan bahwa: (1) kualitas perencanaan pembelajaran matematika SMP Negeri kelas VII di Kabupaten Sleman dalam implementasi kurikulum 2013 termasuk kategori baik karena kualitas silabus dan RPP termasuk kategori baik, (2) kualitas pelaksanaan pembelajaran matematika SMP Negeri kelas VII di Kabupaten Sleman dalam implementasi kurikulum 2013 termasuk kategori kurang baik karena kualitas komponen pendahuluan, komponen inti, dan komponen penutup termasuk kategori kurang baik, (3) kualitas penilaian pembelajaran matematika SMP Negeri kelas VII di Kabupaten Sleman dalam implementasi kurikulum 2013 termasuk kategori kurang baik karena kualitas kompetensi sikap, kompetensi pengetahuan, dan kompetensi keterampilan termasuk kategori kurang baik.

**Kata kunci:** evaluasi, kurikulum 2013, pembelajaran matematika

## ABSTRACT

MIZAN ABRORY. *An Evaluation of the Implementation of Curriculum 2013 in Learning Mathematics Class VII Junior High School in Sleman*. **Thesis, Yogyakarta: Graduate School, Yogyakarta State University, 2014.**

This study aims to: (1) determine the quality of junior high school math lesson plans in Sleman district in the implementation of the curriculum 2013, (2) determine the quality of mathematics learning in the implementation of the curriculum 2013, and (3) determine the quality of assessment of learning outcomes in the implementation of mathematics curriculum 2013.

This research is an evaluation model of discrepancy (discrepancy model). The study population was all SMPs recommended to implement the curriculum 2013 to study mathematics in Sleman district in the school year of 2013/2014. Retrieval resources in this study are math teachers, and students of Class VII Junior High School. The sample of student resources was selected by proportional random sampling while the withdrawal amount is based on a sample of students Slovin formula, while the sample of teacher resources was selected by purposive sampling. Data collection techniques used are questionnaires and assessment sheet techniques. The techniques for student questionnaire were used to determine the quality of teaching and quality of learning assessment, while the assessment form was used to determine the quality of learning plan in the syllabus and the RPP.

The results of the evaluation implementation of curriculum 2013 at the Junior High School mathematics learning of class VII in Sleman show that: (1) the quality of learning plan math Class VII Junior High School in Sleman district in the implementation of the curriculum 2013 is included in *good* category because the quality of the syllabus and the RPP is included in *good* category, (2) the quality of mathematics of learning Class VII Junior High School in Sleman district in the implementation of curriculum 2013 is included *poor* category because of the quality of the preliminary components, core components, and cover components is included in *poor* category, (3) the quality assessment of learning mathematics of Class VII junior High School in Sleman in the implementation of the curriculum 2013 is included in the *poor* category because the quality of the attitude of competence, competence knowledge, skills and competence is included in *poor* category.

**Keywords:** *evaluation, curriculum 2013, mathematics learning*